

# St. Bride's RC Primary School

## Digital Schools Awards Primary

### Leadership and Vision

The Digital Learning and Teaching strategy is part of the School Development Plan and is informed by wider research and policy and has been developed in collaboration with staff, students and, where appropriate, parents/guardians and includes: Pedagogically focused CLPL is supported, managed and evaluated by a proactive leader/coordinator who is supported by digital 'champions' drawn from staff and students; The inclusion of learners with additional support needs and guidance on the use of assistive and other technologies for their support; Support for the development of a wide range of CRIS and digital wellbeing principles and practices and includes information for parents/guardians, students and staff.

#### **Evidence should consist of a range of examples including:**

***Evidence could include examples of*** (you need not include all of these examples):

The School Digital Learning and Teaching Strategy;

Sections of the School Improvement Plan that relate to digital learning and teaching;

CLPL programmes, strategies and evaluations;

Interviews with teachers, students, parents;

Examples of strategies to support learners with additional needs;

Examples of surveys, reviews and evaluations of CLPL activities that focus on skills and on pedagogy;

Examples of AUPs, CRIS strategies and teaching activities;

Examples of the use of Technologies Experiences and Outcomes to support curriculum development;

Structures for supporting student and/or teacher digital wellbeing;

Examples of student voice to support consultation, development and ongoing evaluation.

***When Presenting evidence, try to explain or show:*** how the digital technology strategy is informed by regional and national policy, how it included teachers' and learners' voices, what the challenges were and how the school overcame them. Are there digital champions/leaders in the school (among teachers and learners)? What is their role and how are they supported?

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):


**Attained:** Digital learning and teaching is part of the School Improvement Plan and there is evidence of active CLPL, student voice, CRIS practice and support for parents/guardians.

**Partially Attained:** The development of digital learning and teaching is ongoing and there are plans to support CLPL, parental involvement and the development of comprehensive CRIS principles and practice.


**Not Attained:** The use of digital tools for learning and teaching is not integrated in the School Improvement Plan

**Links to key policies:**


**How Good is Our School (4) Section 2.2 Curriculum (Learning pathways, Skills for learning, life and work).**

 **Open**


**Enhancing Learning and Teaching Through the Use of Digital Technology – A Digital Learning and Teaching Strategy for Scotland; The role of our education establishments**

 **Open**


**Teacher Digital Skills Toolkit**

 **Open**


**Curriculum for Excellence: Experiences and outcomes (Technologies and Digital Literacy).**

 **Open**


**National Action Plan on Internet Safety for Children and Young People**

 **Open**


**Childnet digital Leader's programme**

 **Open**


**Think you know**

 **Open**


**360 degree Safe – and online safety review tool for schools**

 **Open**


**Preparing schools for a comprehensive digital strategy**

 **Open**


**A guide to Creating a Digital Strategy in Education**  
(payment may be required).

 **Open**


**Teacher Digital Skills Toolkit**  
(Dec 2023 version)

 **Open**


**New! SAMPLE Primary School Digital Policy**

 **Open**

**New! SAMPLE Primary School Evidence Checklist**

 **Open**

**New! SAMPLE Detailed Breakdown Digital Policy for Primary Schools**

 **Open**

#### **Validation:**

 **Awarded**  **Mentor**

#### **Validator comments:**

St Bride's RC Primary School has clearly embedded digital learning and teaching across the whole school, with its importance strongly reflected in this year's School Improvement Plan. A dedicated Digital Learning and Teaching Strategy, aligned with the SIP, ensures that digital learning is purposefully planned to equip learners with real-life digital skills. Under the leadership of Head Teacher Jo-Anne Angel, Depute Head Teacher and Digital Lead Colm Molloy has fostered a collegiate approach to enhancing digital practice. The school has also established a strong digital working party comprising Colm Molloy and class teachers Claire MacDonald and Jemma Jamieson, who lead initiatives focused on reflective practice, skills development, and identifying key priorities—including CPD opportunities for staff. Additionally, Keren Adamson serves as the school's Digital Ambassador, leading engagement with Fife Council's Transforming Learning initiative, while clerical staff member Chloe Mannarn supports digital administration and provides training for staff. A team of Primary 6 Digital Leaders also plays a vital role in promoting digital learning across the school, helping to build staff and pupil confidence in the use of digital technologies. Staff and pupil-led improvement groups have collaboratively developed a refreshed School Digital Technology Policy and introduced a whole-school Digital Achievement Framework, further embedding digital vision and leadership throughout the school. The school also works in partnership with the Fife Pedagogy Team to align planning with Curriculum for Excellence and uses Fife Digital Planners within forward plans to ensure progression in Computing Science, Digital Literacy, and Cyber Resilience and

Internet Safety (CRIS). To support learners with additional needs, staff have engaged in training focused on inclusive digital tools and applications, which are now widely used across the school. Seesaw is used to provide parents with consistent and meaningful updates on learning and as a key communication tool. While parental engagement remains an area for development, the school is actively addressing this, particularly at key transition points. The implementation of the Digital Dragons Award has helped to embed CRIS and cyber hygiene across the school, contributing to a culture of responsible and safe digital citizenship.

## Digital Technologies to Deliver the Primary Curriculum

**Teachers integrate digital technologies using appropriate and sound pedagogical teaching, learning and assessment strategies, including: Using strategies to support interdisciplinary learning and teaching; Fostering independent learning within and beyond the school using synchronous and asynchronous teaching strategies and online learning formats; The use of assistive technologies and appropriate software/apps that are available for all students in need of them; Developing CRIS and digital wellbeing principles and practices in their teaching.**

### **Evidence should consist of a range of examples including:**

***Evidence could include examples of*** (you need not include all of these examples):

Teaching plans that show how digital literacy is supports interdisciplinary learning and teaching;

Using a Virtual Learning Environment to support flipped classroom and/or online activities;

Using synchronous and/or asynchronous tools to support a variety of learning, teaching and assessment activities;

Examples of the use of assistive technologies to support learning and teaching for learners with additional needs;

Examples of learners' outcomes from a range of ages;

Examples of coding clubs, computational thinking, programming (for example using Scratch), or discussions with digital leaders;

Examples of learner e-portfolios;

Examples of the use of digital technologies to support feedback, formative and summative assessment;

Examples of cyber hygiene practices.

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):

**Attained:** Most teachers and learners use digital technologies appropriately when engaging in learning experiences and are aware of the Curriculum for Excellence Experience and Outcomes for Digital Literacy and Computing Science.

**Partially Attained:** Some teachers and learners use digital technologies appropriately when engaging in learning experiences and are aware of the Curriculum for Excellence Experience and Outcomes for Digital Literacy and Computing Science.

**Not Attained:** Teachers mainly focus on skill development or software knowledge rather than using digital technologies to enhance learning and teaching and have not yet adopted the the Curriculum for Excellence Experience and Outcomes for Digital Literacy and Computing Science.

#### Links to key policies:

**Enhancing learning and teaching through the use of digital technology. A digital learning and teaching strategy for Scotland; Objective 3: Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery**

[Open](#)

**Curriculum for Excellence, Technologies Experiences and Outcomes**

[Open](#)

**National Technologies Community**

[Open](#)

**BBC Bitesize Digital Wellbeing Resources:**

[Open](#)

**SWGfL Digital Wellbeing Resource Toolkit**

[Open](#)

#### Validation:

✔ **Awarded**    ✔ **Mentor**

#### Validator comments:

At St Bride's RC Primary School, digital technologies are meaningfully embedded across the curriculum, with clear links to Curriculum for Excellence experiences and outcomes. Pupils are provided with rich opportunities to use digital tools in a wide range of contexts that support and enhance their learning. Staff confidence in planning for digital learning has grown significantly over the session, supported by initiatives

such as the recent transition to OneNote for collaborative planning, a structured focus on the progression of digital skills using commonly adopted software, and regular opportunities to share effective practice. The school has adopted OneNote Class Notebooks to support comprehensive, consistent handovers and clear progression in planning, with new notebooks already created in preparation for the next academic year. Planning documentation demonstrates confident use of a broad range of digital tools and platforms across curricular areas, including Canva, Blooket, Kahoot, Sumdog, Charanga, Topmarks, Doorway Online, Pivot Animator, Paint.net, LEGO SPIKE, and Micro:Bits. At the Early and First Levels, pupils confidently apply digital tools in cross-curricular contexts—for example, using Chatterpix to evidence their learning and GarageBand to develop expressive arts and listening skills. They also develop computing science skills through both digital device use and unplugged activities, often led and supported by P6 Digital Leaders. P1/2 pupils showcased their growing confidence and creativity during a well-received Shared Learning Morning with parents and carers. At Second Level, learners explore real-world digital skills, incorporating tools like AI, Microsoft Co-Pilot, Paint.net, and Canva, effectively linking their classroom learning to Developing the Young Workforce (DYW) themes. A wide variety of digital tools is regularly employed to support engagement and inclusion, including speech-to-text, Google Translate, Duolingo, BandLab, and others. Learners with additional support needs benefit from tools such as Clicker, Immersive Reader, Word Online, sentence sets, and Clicker work banks, helping them build confidence and independence in literacy. Pupils with dyslexia are supported in using Word Online, which has also encouraged greater engagement in peer assessment and extended writing tasks. The Support for Learning teacher works closely with class teachers to tailor digital strategies to learners' individual needs, while audio enhancement systems in classrooms support pupils with hearing impairments. The whole school has also participated in a six-week British Sign Language (BSL) programme, delivered by a specialist. Digital assessment and tracking are embedded through tools such as NSA and baseline assessments, which inform moderation and targeted interventions. All classes use Seesaw to share learning, set targets, and provide evidence of progress. In upper stages, pupils are given increased autonomy to manage and post content, fostering independence and supporting remote learning during absences or school closures. Digital wellbeing and internet safety are embedded across the school through assemblies, class lessons, and dedicated events such as Safer Internet Day and Digital Literacy Week. These are further reinforced through the co-creation of class and whole-school Digital Charters and Digital Dragon Awards, which pupils spoke about with enthusiasm. Staff also make effective use of Didbook to assess, track, and report on progress in literacy, numeracy, and other curriculum areas.

## School Culture

**There is a strong digital technology presence throughout the school, including:**

- A website/blog or X account that is updated regularly and features learning and achievements;
- Proactive transition links

between age phases to ensure progression of digital skills for learners; • Widespread use of digital technologies in planning and administration; • Recognition and celebration of learners' use of digital technologies for their own learning; • Collaboration with other schools or organisations.

**Evidence should consist of a range of examples including:**

**Evidence could include examples of** (you need not include all of these examples):

Examples of teachers plans;

Examples of students' learning;

Discussions with teachers and learners

Links to the school social media account/s;

Examples of digital leader involvement in supporting learning and teaching;

Progression plans;

Examples of collaboration with other schools or organisations;

Examples of celebration of learning;

Examples of CRIS principles and practice in teaching and learning.

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):


**Attained:** All classrooms are mature digital learning and teaching environments and there is collaboration within and beyond the school.

**Partially Attained:** The use of digital technologies to support learning and teaching is growing across the school


**Not Attained:** Digital technologies are used periodically or in a minority of classes

**Links to key policies:**


**Childnet digital Leader's  
programme**

 **Open**


**How Good is our School  
(HGIOS4)**

 **Open**


**Learner Participation in  
Educational Settings (a  
resource for planning)**

 **Open**


**Children and Young Peoples  
Commissioner for Scotland:  
7 Golden Rules for  
Participation;**

 **Open**

**Getting it Right for Every  
Child Principles and Values**

 **Open**

**Curriculum for Excellence  
Experiences and Outcomes:  
Health and Wellbeing  
Curriculum for Excellence  
Experiences and Outcomes:  
Technologies**

 **Open**

#### **Validation:**

 **Awarded**  **Mentor**

#### **Validator comments:**

At St Bride's RC Primary School, a strong and inclusive digital culture has been firmly established, underpinned by collaboration, digital citizenship, and a whole-school commitment to digital wellbeing. Digital learning is prioritised across all classes, with frequent collaborative projects using tools such as Seesaw, Micro:Bits, and co-created Digital Charters that promote pupil agency and shared responsibility. Primary 6 Digital Leaders play an integral role in promoting internet safety and digital learning. These pupils actively support younger learners, particularly in infant school, enhancing both their own leadership skills and teacher confidence. They also take the lead in mentoring new digital leaders and delivering training. A notable initiative led by this team is the school-wide "Digital Superhero" programme, which celebrates digital achievement and promotes responsible digital citizenship. Winners are recognised in weekly assemblies and rewarded with a "hot chocolate and chat" with the Senior Leadership Team, further reinforcing a culture of celebration and positive reinforcement. The initiative has been pupil-led throughout, including the superhero's design by a Primary 4 pupil and its refinement by older peers—highlighting the value placed on pupil voice at St Bride's. Seesaw is embedded across the school as a central platform for learning and communication, guided by a school-wide policy ensuring equitable and consistent use. This includes target setting, weekly evidence sharing, and regular SLT communication with families. Seesaw has become the school's primary communication tool due to its success in engaging parents more effectively than other platforms such as Twitter/X. A dedicated Digital Working Party, comprising staff across the school, oversees the ongoing development of digital practice. Their work includes collaboration with STEMovators to deliver cross-curricular coding using LEGO SPIKE kits, with learning cascaded through team teaching to build whole-staff capacity. Digital tools such as Microsoft Teams, SEEMiS, TRAMS, iPayimpact, OneNote, and Glow are used routinely to support planning, tracking, registration, cloud-based storage, and administrative efficiency. Digital culture is equally strong in the school's nursery, where a digital display board shares the setting's vision, values, and aims, and staff



confidently integrate technology into learning and parental engagement. Across the school and nursery, Meta-Skills have been introduced and well-integrated into digital learning, helping learners make real-world links between digital skills and their future careers. Partnerships with external organisations such as Taylor Wimpey have further developed digital skills in the upper stages, offering sessions that link Developing the Young Workforce (DYW) to digital and meta-skills. Digital wellbeing and Cyber Resilience and Internet Safety (CRIS) are embedded throughout the school year. The school also works closely with community police to respond to emerging online safety issues and proactively plan CRIS education. Engagements with Barnardo's have further supported learners' health and wellbeing with a CRIS focus. Whole-school participation in initiatives such as Safer Internet Day reinforces the school's proactive approach to keeping learners safe, informed, and empowered in the digital world.

## Professional Development

**There is a strong needs-based CLPL programmed which is reviewed regularly and takes account of current and future developments, issues and technologies. The programme also supports:** • Innovative and self-directed teacher learning; • Collaboration with other schools and outside agencies; • The development of an ethos of self and collaborative review; • Sharing best practice in Cyber Resilience and Internet Safety practice in age-appropriate formats.

**Evidence should consist of a range of examples including:**

***Evidence could include examples of*** (you need not include all of these examples):

A programme of CLPL involving digital learning and teaching;

Peer learning and support activities;

CLPL links with other schools or organisations;

Evaluations, reviews, impact analyses of CLPL;

CRIS programmes, training sessions or other activities, including issues around student wellbeing;

Reviews of developments in learner uses of technologies, emerging technologies and trends that influence learning and teaching;

Examples of training, information, support on teacher and student digital wellbeing.

**Level Statements** (You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):


**Attained:** Most, if not all teachers have engaged in professional development in digital technologies, based on the school Digital Learning and Teaching strategy. Others such as classroom assistants and support staff are involved in digital professional learning

**Partially Attained:** Teachers engage in professional development but rather than being strategy led, it is usually through individual requests, emerging courses or other sources.


**Not Attained:** The school strategy may mention digital -focused professional development but there is no expectation within the strategy that there is a whole-school approach.

**Links to key policies:**


**Enhancing learning and teaching through the use of digital technology. A digital learning and teaching strategy for Scotland; Objective 1: Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching:**

 **Open**


**GTCS Standards for Registration:**

 **Open**


**CEOP Child Exploitation and Online Protection Professional support, ThinkUKnow:**

 **Open**


**Stop It Now! UK and Ireland | Preventing child sexual abuse**

 **Open**


**CEOP Ambassador course:**

 **Open**

**GTCS – What is Professional Learning -**

 **Open**

**Teacher Digital Skills Toolkit (Dec 2023 version)**

 **Open**

**Validation:**

 **Awarded**  **Mentor**

**Validator comments:**

At St Bride's RC Primary School, professional learning in digital technologies is clearly prioritised and strategically aligned with the evolving needs of both staff and pupils. The school demonstrates a proactive and reflective approach to digital CLPL, ensuring that staff are not only equipped to respond to current technological demands but also empowered to integrate emerging technologies into practice. Ongoing collaboration with the Fife Pedagogy Team ensures that staff remain up to date with best practices, planning guidance, and curated digital resources via the Fife Digital Learning Glow portal. A wide range of digital CLPL opportunities are provided and accessed across the staff team. Several staff members have undertaken the Microsoft Educator Course and Apple Learning pathways, while all staff have received targeted training on tools such as Clicker, Word Online, Immersive Reader, Micro:Bits, LEGO SPIKE, Adobe, Canva, Teach Your Monster to Read, and a range of spelling tools. The school has introduced a monthly Digital Toolbox initiative, enabling staff to continually explore, share, and reflect on new digital strategies and applications. The Support for Learning Teacher plays a pivotal role in the development of staff expertise, offering training to ensure inclusive digital practices that meet the needs of pupils with ASN. This includes training on Clicker, speech-to-text software, and accessibility features within Microsoft Word—approaches that have improved staff confidence and consistency in the delivery of equitable learning experiences. The school fosters a strong culture of collaborative professional dialogue, both internally and with external partners, including other local schools and national agencies. Staff are encouraged to share best practice informally and through structured sessions, particularly in areas such as cyber resilience, where the co-creation of a whole-school Digital Charter has strengthened consistent messaging around digital responsibility. The school conducts regular audits of staff confidence and digital skills, using this information to inform ongoing improvement and CPD priorities. This process is led by the Digital Working Party, who analyse the data and respond with targeted support to ensure that all learners benefit from confident, digitally skilled practitioners and staff have highlighted the positive impact of this. This commitment to continuous improvement ensures that St Bride's remains adaptive, forward-thinking, and inclusive in its digital learning approach.

## Resources and Infrastructure

**The school deploys digital resources in the most appropriate manner to maximise opportunities for effective teaching, learning, assessment and administration, including:**

- The use of online environments, to support a range of learning activities within and beyond the school;
- Sufficient internet/wifi access to support a range of safe and secure digital activities;
- Software and hardware that allows teachers to create, record, store and share resources and learners' work;
- A range of software/apps to support curricular areas through differentiated and targeted learning;
- Compliance with all software/app licencing requirements GDPR requirements.

**Evidence should consist of a range of examples including:**

***Evidence could include examples of*** (you need not include all of these examples):

Computer/Tablet resource allocation or timetable;  
Examples showcasing the use of Beebots and other physical devices;  
Examples of how Glow/cloud storage is used across the school to record, store and share resources;  
School development plan/digital strategy extracts showing procurement and deployment targets;  
CLPL activities;  
Examples of digitally enhanced administration activities;  
Procurement logs, lists, or other inventories;  
Software and/or GDPR Compliance information, training or practices;  
Evidence of apps on mobile devices;  
Teacher plans embedding a range of software/apps into learning and teaching across the curriculum;  
Examples of the use of assistive technologies, targeted or personalised learning activities;  
Systems for storing and referencing software licences.

**Level Statements** *(You may use the following level statements as a guide to help assess your school performance and stage of development and identify areas for improvement):*


**Attained:** Digital technologies enrich a range of curricular areas to maximise learning and teaching within a safe, GDPR-compliant and cyber resilient learning environment.

**Partially Attained:** Digital Technologies are being used more centrally in the school and there is ongoing growth of skills, devices and learning activities.


**Not Attained:** There is limited provision for digital technologies in the school.

#### Links to key policies:

**Enhancing learning and teaching through the use of digital technology. A digital learning and teaching strategy for Scotland;**

 **Open**

**CyberSprinters: Game and activities - NCSC.GOV.UK**

 **Open**

#### Validation:

 **Awarded**  **Mentor**

#### Validator comments:

Within St Brides RC Primary, resources and infrastructure of digital technologies have been given consideration and the school is continuously seeking reflection and improvement with regards to

procuring devices and technologies which will enhance the learning and teaching experience of pupils. Flexible timetables are in place for the use of devices, split between infant and upper stages of the school, to ensure equal access to these for learning. In Primary 7, the pupils have 1:1 access to their chromebooks, allowing them increasing independence and autonomy within their digital learning; this additionally supports their transition to high school. The school has robust plans in place to acquire more devices and increase the number of pupils with access to 1:1 devices. Digital Leaders have worked with staff to take inventory of resources and ensure organisation, updates and upkeep of devices. Across the school, coding devices are utilised both in Computing Science lessons and to engage learners across the curriculum, including Micro:Bits, LEGO Spike sets and using software such as Scratch. The school also has a range of coding devices utilised by early years and nursery classes including, Botley and Beebot Mice as well as iPads within the nursery. Some classes are beginning to make use of One Drive on Glow to save and access files as well as a school-based cloud storage, which is used across the rest of the school. Primary 6 make use of OneNote to save and access files, and the success of this has been reflected upon with the school planning to roll this out across all stages. WiFi access has been reviewed and updated, with more routers acquired, to ensure strength and consistency across all of the school. The school ensures GDPR protocol is followed and teachers only use software or programmes that are approved by Fife Council.

### **Final Recommendations:**

St Bride's RC Primary School demonstrates a strong and well-embedded commitment to digital learning and teaching, with clear strategic direction and enthusiastic engagement from staff and pupils alike. Digital technologies are clearly integrated across the curriculum, and the school community has developed a culture where digital tools enhance learning, support accessibility, and promote collaboration. Staff speak confidently and reflectively about the impact of digital on learning, teaching, assessment, and pupil engagement. Additionally, pupils articulated their digital experiences with clarity and pride, showcasing a range of skills from their daily learning as well as areas of interest. Pupil voice and leadership are a strength, particularly through the Digital Leaders programme, which supports both peer and staff learning. The school's Digital Working Party, along with dedicated leadership from staff at all levels, has driven meaningful innovation and improvement within digital and integrating Meta-skills within this. Strong connections with families through platforms such as Seesaw, and proactive efforts to promote digital safety and responsibility, contribute to a positive and inclusive digital culture. Based on the evidence provided, I believe that St Bride's RC Primary School has successfully met the criteria for the Digital Schools Award. I would also recommend the school be considered for mentor status, as they clearly have the vision and capacity to support other schools on their digital learning journey.

### **Awarded By**

### Validator

**Name:** Sarah Bain **Email:** sarahb@digitalschoolsawards.com **Awarded at:** 2025-06-23 20:10:10

### Coordinator

**Name:** Aoife Admin O'C **Email:** aoife@digitalschoolsawards.com **Awarded at:** 2025-06-23 20:10:10